

**Engage: Pyjama Day**

**Express: Rocket Role Play**

### **Communication and Language**

Enjoy listening to longer stories and remember much of what happens.  
Pay attention to more than one thing at a time  
Use a wider range of vocabulary.  
Understand a question or instruction that has two parts, such as "Get your coat and wait at the door".  
Understand 'why' questions, like: "Why do you think the caterpillar got so fat?"  
Sing a large repertoire of songs.  
Know many rhymes, be able to talk about familiar books, and be able to tell a long story.  
Use longer sentences of four to six words.  
Start a conversation with an adult or a friend and continue it for many turns.  
Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver."

### **Literacy**

Understand the five key concepts about print: - print has meaning - print can have different purposes - we read English text from left to right and from top to bottom - the names of the different parts of a book - page sequencing  
Develop their phonological awareness, so that they can: - spot and suggest rhymes - count or clap syllables in a word - recognise words with the same initial sound  
Engage in extended conversations about stories, learning new vocabulary.  
Use some of their print and letter knowledge in their early writing.

### **Physical Development**

Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.  
Go up steps and stairs, or climb up apparatus, using alternate feet.  
Skip, hop, stand on one leg and hold a pose for a game like musical statues.  
Use large-muscle movements to wave flags and streamers, paint and make marks.  
Start taking part in some group activities which they make up for themselves, or in teams.  
Be increasingly able to use and remember sequences and patterns of movements which are related to music and rhythm.  
Choose the right resources to carry out their own plan.  
Collaborate with others to manage large items.

### **Personal, Social and Emotional Development**

Select and use activities and resources, with help when needed, or one which is suggested to them.  
Develop their sense of responsibility and membership of a community.  
Become more outgoing with unfamiliar people, in the safe context of their setting.  
Show more confidence in new social situations.  
Play with one or more other children, extending and elaborating play ideas.  
Increasingly follow rules, understanding why they are important.  
Remember rules without needing an adult to remind them.  
Develop appropriate ways of being assertive.  
Talk with others to solve conflicts.  
Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.  
Understand gradually how others might be feeling

### **SPRING TERM 1 Activities**

***Starry, starry night – What happens at night time?***  
**Nursery**

### **Mathematics**

Understand position through words alone – for example, "The bag is under the table," – with no pointing.  
Describe a familiar route.  
Discuss routes and locations, using words like 'in front of' and 'behind'.  
Make comparisons between objects relating to size, length, weight and capacity.  
Talk about and identifies the patterns around them. For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like 'pointy', 'spotty', 'blobs', etc.  
Extend and create ABAB patterns – stick, leaf, stick, leaf.  
Notice and correct an error in a repeating pattern.  
Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...'

### **Understanding the World**

Use all their senses in hands-on exploration of natural materials.  
Explore collections of materials with similar and/or different properties.  
Talk about what they see, using a wide vocabulary.  
Begin to make sense of their own life-story and family's history.  
Explore how things work.  
Begin to understand the need to respect and care for the natural environment and all living things.  
Explore and talk about different forces they can feel.  
Talk about the differences between materials and changes they notice.  
Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.

### **Being Different and Equal**

Identify the similarities and differences that they can see in what they can and their friends can do.  
Describe how they look and how this may be different to how their friends look.  
Know that it is 'ok to be different'

### **Expressive Arts and Design**

Take part in simple pretend play, using an object to represent something else even though they are not similar.  
Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses.  
Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park.  
Explore different materials freely, to develop their ideas about how to use them and what to make.  
Join different materials and explore different textures.  
Create closed shapes with continuous lines, and begin to use these shapes to represent objects.  
Draw with increasing complexity and detail, such as representing a face with a circle and including details.  
Explore colour and colour-mixing.  
Listen with increased attention to sounds.  
Remember and sing entire songs.  
Sing the pitch of a tone sung by another person.  
Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.  
Create their own songs, or improvise a song around one they know.  
Play instruments with increasing control to express their feelings and ideas.